

Tigerville Elementary

25 Tigerville Elementary School Rd, PO Box 275
Tigerville, SC 29688

Grades	PK-5 Elementary School	
Enrollment	282 Students	
Principal	Regina M. Urueta	864-355-4600
Superintendent	Phinnize J. Fisher, Ed.D.	864-241-3456
Board Chair	Charles J. Saylor	864-322-9053

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
5	58	31	1	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Unsatisfactory	N/A
2003	Good	Below Average	Yes
2004	Good	Unsatisfactory	Yes
2005	Average	Unsatisfactory	Yes

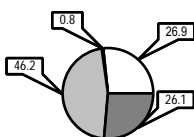
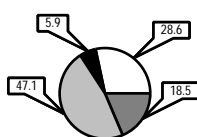
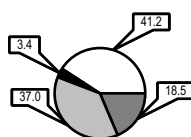
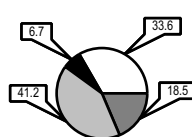
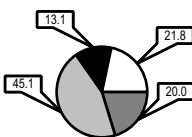
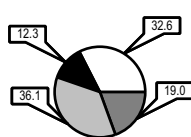
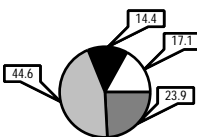
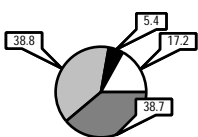
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

95.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Our School****Science****Social Studies****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	122	100.0	26.9	46.2	26.1	0.8	38.7	Yes	Yes
Gender									
Male	68	100.0	38.5	40.0	20.0	1.5	36.9		
Female	54	100.0	13.0	53.7	33.3	0.0	40.7		
Racial/Ethnic Group									
White	115	100.0	26.3	45.6	27.2	0.9	38.6	Yes	Yes
African American	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	94	100.0	16.3	51.1	31.5	1.1	44.6		
Disabled	28	100.0	63.0	29.6	7.4	0.0	18.5	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	122	100.0	26.9	46.2	26.1	0.8	38.7		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	121	100.0	26.3	46.6	26.3	0.8	39.0		
Socio-Economic Status									
Subsidized meals	58	100.0	32.1	53.6	12.5	1.8	25.0	Yes	Yes
Full-pay meals	64	100.0	22.2	39.7	38.1	0.0	50.8		

Mathematics – State Performance Objective = 36.7%									
All Students	122	100.0	28.6	47.1	18.5	5.9	42.9	Yes	Yes
Gender									
Male	68	100.0	32.3	40.0	18.5	9.2	44.6		
Female	54	100.0	24.1	55.6	18.5	1.9	40.7		
Racial/Ethnic Group									
White	115	100.0	28.9	45.6	19.3	6.1	43.0	Yes	Yes
African American	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	94	100.0	22.8	47.8	21.7	7.6	52.2		
Disabled	28	100.0	48.1	44.4	7.4	0.0	11.1	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	122	100.0	28.6	47.1	18.5	5.9	42.9		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	121	100.0	28.0	47.5	18.6	5.9	43.2		
Socio-Economic Status									
Subsidized meals	58	100.0	32.1	50.0	12.5	5.4	35.7	Yes	Yes
Full-pay meals	64	100.0	25.4	44.4	23.8	6.3	49.2		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	122	100.0	41.2	37.0	18.5	3.4	21.8
Gender							
Male	68	100.0	41.5	33.8	18.5	6.2	24.6
Female	54	100.0	40.7	40.7	18.5	0.0	18.5
Racial/Ethnic Group							
White	115	100.0	41.2	36.8	19.3	2.6	21.9
African American	4	100.0	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	94	100.0	32.6	41.3	22.8	3.3	26.1
Disabled	28	100.0	70.4	22.2	3.7	3.7	7.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	122	100.0	41.2	37.0	18.5	3.4	21.8
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	121	100.0	40.7	37.3	18.6	3.4	22.0
Socio-Economic Status							
Subsidized meals	58	100.0	50.0	39.3	8.9	1.8	10.7
Full-pay meals	64	100.0	33.3	34.9	27.0	4.8	31.7

Social Studies							
All Students	122	100.0	33.6	41.2	18.5	6.7	25.2
Gender							
Male	68	100.0	38.5	33.8	20.0	7.7	27.7
Female	54	100.0	27.8	50.0	16.7	5.6	22.2
Racial/Ethnic Group							
White	115	100.0	32.5	42.1	19.3	6.1	25.4
African American	4	100.0	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	94	100.0	27.2	43.5	21.7	7.6	29.3
Disabled	28	100.0	55.6	33.3	7.4	3.7	11.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	122	100.0	33.6	41.2	18.5	6.7	25.2
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	121	100.0	33.1	41.5	18.6	6.8	25.4
Socio-Economic Status							
Subsidized meals	58	100.0	46.4	35.7	14.3	3.6	17.9
Full-pay meals	64	100.0	22.2	46.0	22.2	9.5	31.7

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	43	100.0	27.5	32.5	32.5	7.5	40.0
	4	42	100.0	21.4	40.5	38.1	N/A	38.1
	5	38	100.0	15.8	57.9	26.3	N/A	26.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	31	100.0	20.0	40.0	36.7	3.3	40.0
	4	48	100.0	36.2	36.2	27.7	0.0	27.7
	5	43	100.0	21.4	61.9	16.7	0.0	16.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	43	100.0	20.0	55.0	15.0	10.0	25.0
	4	42	100.0	21.4	50.0	26.2	2.4	28.6
	5	38	100.0	18.4	44.7	13.2	23.7	36.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	31	100.0	20.0	56.7	16.7	6.7	23.3
	4	48	100.0	42.6	31.9	21.3	4.3	25.5
	5	43	100.0	19.0	57.1	16.7	7.1	23.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	31	100.0	36.7	40.0	20.0	3.3	23.3
	4	48	100.0	46.8	29.8	23.4	0.0	23.4
	5	43	100.0	38.1	42.9	11.9	7.1	19.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	31	100.0	26.7	43.3	20.0	10.0	30.0
	4	48	100.0	36.2	44.7	12.8	6.4	19.1
	5	43	100.0	35.7	35.7	23.8	4.8	28.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 282)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	4.0%	Up from 1.4%	2.5%	3.0%
Attendance rate	96.2%	Up from 96.0%	96.4%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	3.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	2.9%	3.2%
Eligible for gifted and talented	7.9%	Down from 16.8%	18.1%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.1%	Up from 11.3%	7.8%	8.2%
Older than usual for grade	1.1%	Down from 2.3%	0.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 21)				
Teachers with advanced degrees	28.6%	Up from 27.8%	53.6%	52.6%
Continuing contract teachers	76.2%	Down from 88.9%	85.2%	83.3%
Highly qualified teachers	95.0%	Down from 100.0%	93.7%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	86.0%	Down from 90.7%	89.1%	87.0%
Teacher attendance rate	94.7%	Up from 94.3%	95.0%	95.0%
Average teacher salary	\$38,604	Up 2.9%	\$42,445	\$41,703
Prof. development days/teacher	20.6 days	Up from 15.7 days	12.6 days	12.8 days
School				
Principal's years at school	7.0	Up from 6.0	5.0	4.0
Student-teacher ratio in core subjects	18.9 to 1	Down from 20.3 to 1	19.2 to 1	18.8 to 1
Prime instructional time	88.5%	No change	90.0%	89.8%
Dollars spent per pupil*	\$5,338	Down 5.9%	\$5,952	\$6,242
Percent of expenditures for teacher salaries*	59.5%	Up from 58.1%	67.4%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	No change	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	92.8%		89.4%	
Highly qualified teachers in high poverty schools	95.5%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Strategic plans for determining school direction in the areas of curriculum and instruction, student achievement, and facilities are developed with the help of all stakeholders at Tigerville Elementary School. Each year, the plan is revisited, updated and changed as needed to meet the needs of the students who attend. Teachers, parents, administrators, staff and community members give input and set school goals that correlate with the Greenville County Schools' Education Plan. That plan addresses the following: Goal 1: Raise the Academic Challenge and Performance of Each Student, Goal 2: Ensure Quality Personnel in all Positions, Goal 3: Provide a School Environment Supportive of Learning, Goal 4: Effectively Manage and Further Develop Necessary Financial Resources, Goal 5: Improve Public Understanding and Support of Public Schools.

During the 2004-05 school year, ACT 135 funding was used to help fund the Instructional Coach position. Funds also provided laptops and LCD projectors for classroom use. A year-long before school tutoring program was run from the same funding source and instructional materials/software were purchased to assist students scoring in the Below Basic category in ELA, Math, Science, or Social Studies on PACT. A graduate course through Clemson University was provided for all staff members focusing on writing.

Staff development focused on increasing all student performance in Reading, Math, Writing and Technology. School-based training was provided by the district English Language Arts Consultant and the Instructional Coach to improve teacher instruction. An on site graduate course was provided by the Upstate Writing Project. District Technology instructors provided INTEL classes for teachers requiring their technology proficiency certificate. Staff members participated in various district, state and national training sessions and conferences that were aligned with the school goals and vision.

Our mission of providing quality educational experiences tailored to meet the individual needs of students is constantly revisited by our staff members, parents and community volunteers. Our staff believes that effective learning must include curriculum and instruction that are aligned with state standards, integrated, and include opportunities for the use of technology and writing in all of those areas. In addition, our instruction is multi-level, takes place in individual, small, and large groups, and addresses the diverse learning styles of our students. A variety of assessments inform our instruction such as standardized tests, rubrics, benchmarks, conferencing, observation, and peer and student evaluations. Modifications to testing to insure that all students have the opportunity to show mastery are utilized on an individual basis. Our environment is enhanced through a community atmosphere located in a bright and child centered facility, high expectations, a supportive administration and a highly qualified and collegial staff. Due to these beliefs we envision a school where there is mutual respect, responsibility and cooperation among the home and school community, the curriculum meets the needs of all students, and the environment is safe and inviting to all.

Candace Bayne, SIC Chairperson
Regina Urueta, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	20	42	27
Percent satisfied with learning environment	100.0%	82.9%	76.9%
Percent satisfied with social and physical environment	100.0%	90.5%	80.8%
Percent satisfied with school-home relations	95.0%	75.6%	73.1%

*Only students at the highest elementary school grade level at this school and their parents were included.